Character and Citizenship Education

Primary 1 & 2

Focus of Character and Citizenship Education (CCE) *at* West Spring

To develop students who

- are grounded in school values
- take ownership in character development
- are rooted to Singapore
- are wise in making responsible decisions

We aim to develop the following in our students:

Good Character

Resilience and Social-Emotional Well-Being

Future Readiness

Active Citizenship

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CCE Lessons on value and social emotional competencies

The explicit teaching of values and social emotional competencies is conducted through the following lessons:

- Form Teacher Guidance Period (FTGP)
- CCE Mother Tongue Languages - CCE(MTL)
- Programme for Active Learning (PAL)

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Social Emotional Competencies explicitly nurtured through FTGP and PAL (Non-exhaustive)

- **Develop self-awareness and self-management skills to achieve personal effectiveness and well-being**
  - Recognise that everyone is unique in his/her own way and has self-worth.
  - Identify emotions and the contributing factors.

- **Develop social awareness and manage relationships for personal and social well-being**
  - Show care and appreciation for family, friends and others.
  - Understand how we can be different yet similar. Demonstrate respect for others even when they are different from us.

- **Make responsible decisions and act on them**
  - Generate ideas to respond to different situations. Be aware of the consequences of one's actions and decisions.
  - Recognise other perspectives in decision-making or forming opinions

Values explicitly taught through CCE (MTL)

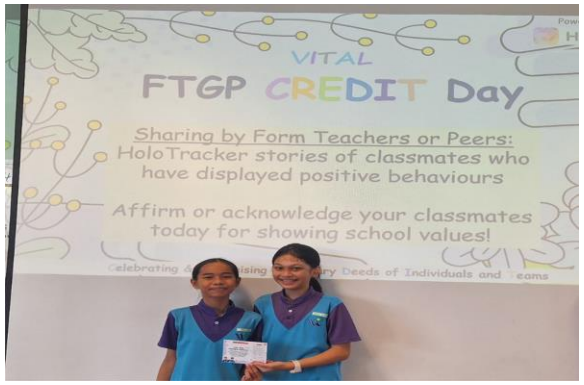
Responsibility

I know my duty and carry it to the best of my ability

Respect

I will be respectful and considerate to others

Integrity



I am honest and will stand up for what is right

Care

I show care and concern for others

Harmony

I work and interact well with others

Resilience

I will never give up easily

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Citizenship Dispositions

- Citizenship Education is explicitly taught through Social Studies and Values in Action (VIA) progamme.

- Through these, we hope to nurture the following citizenship dispositions in our students:
  - Sense of Belonging
  - Sense of Identity
  - Sense of Reality
  - Will to act

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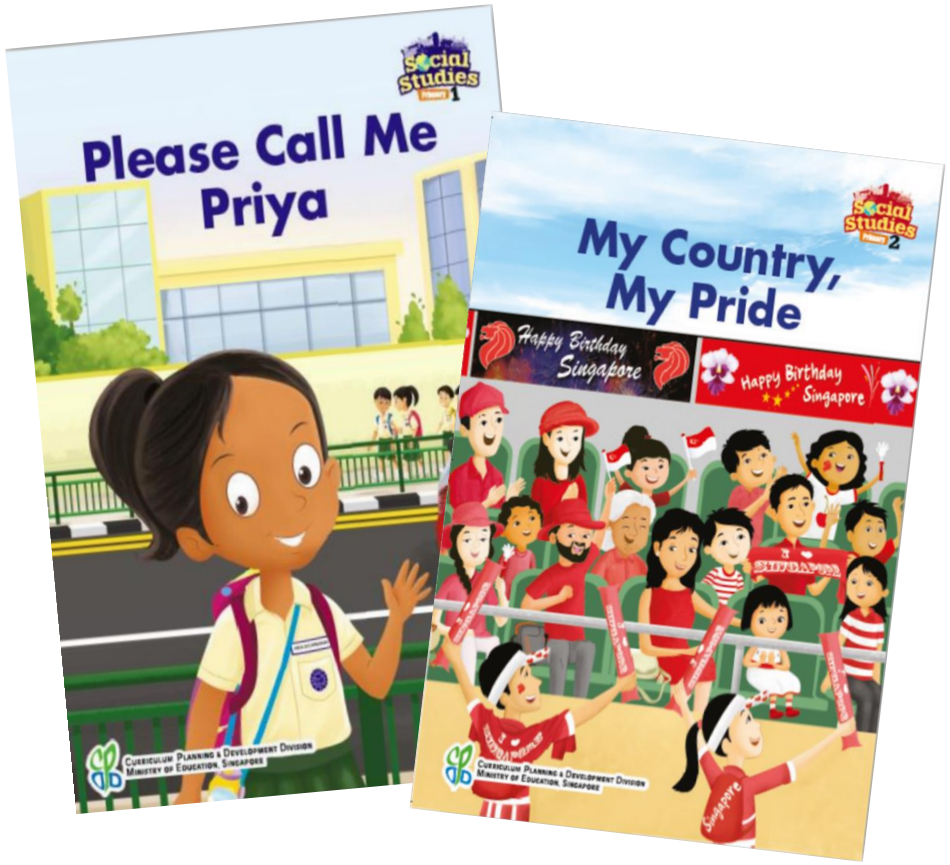
Focus of Social Studies



Level of Study

Knowing Myself, Others and Surroundings (P1)
Coming Together as a Nation (P2)

Inquiry Focus

Who am I in relation to the people and places around me? (P1)
What unites the people in Singapore as a nation? (P2)

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Values in Action (VIA)

- Values in Action (VIA) provides the platform for students to serve the needs of the community in a variety of ways.
- Through VIA, students will have the opportunities to learn and care about Singapore, demonstrate active citizenship, learn skills and values related to working in groups and interacting with others in the public sphere.

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Values In Action (VIA)

We can Contribute Beyond
(Volunteerism)

Volunteerism (Student-Initiated Projects)

Selected students may even volunteer and initiate VIA projects through our partnerships with external agencies to contribute further to the community.

We can Contribute
(Level VIA)

Level VIA (Student-Initiated Activities)

For level VIA, lesson time is allocated for students to brainstorm and plan projects that contribute to family, school and community.

I can Contribute
(Personal)

Everyday Responsibilities

At the personal level, students develop a sense of responsibility and care for their own shared spaces and adopting sustainable practices in school and at home

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Every school experience is a CCE lesson

- CCE is also **implicitly** taught through all other school subjects and programmes.

- Students are given opportunities to be guided to learn, apply and demonstrate values, character, social-emotional competencies, and citizenship dispositions.

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Process-oriented approach in CCE Assessment

- Students' character growth and development are aspects of learning that are not easily measured.
- A process-oriented approach is adopted in the assessment of CCE that aims to encourage students' character growth and development. It is a continuous process that occurs through a variety of experiences.
- Teachers encourage students to work towards developing their best selves by giving them timely and meaningful feedback on their behaviour, actions, and choices.
- Students will have an understanding of where they are in their learning and what to do next to progress further.

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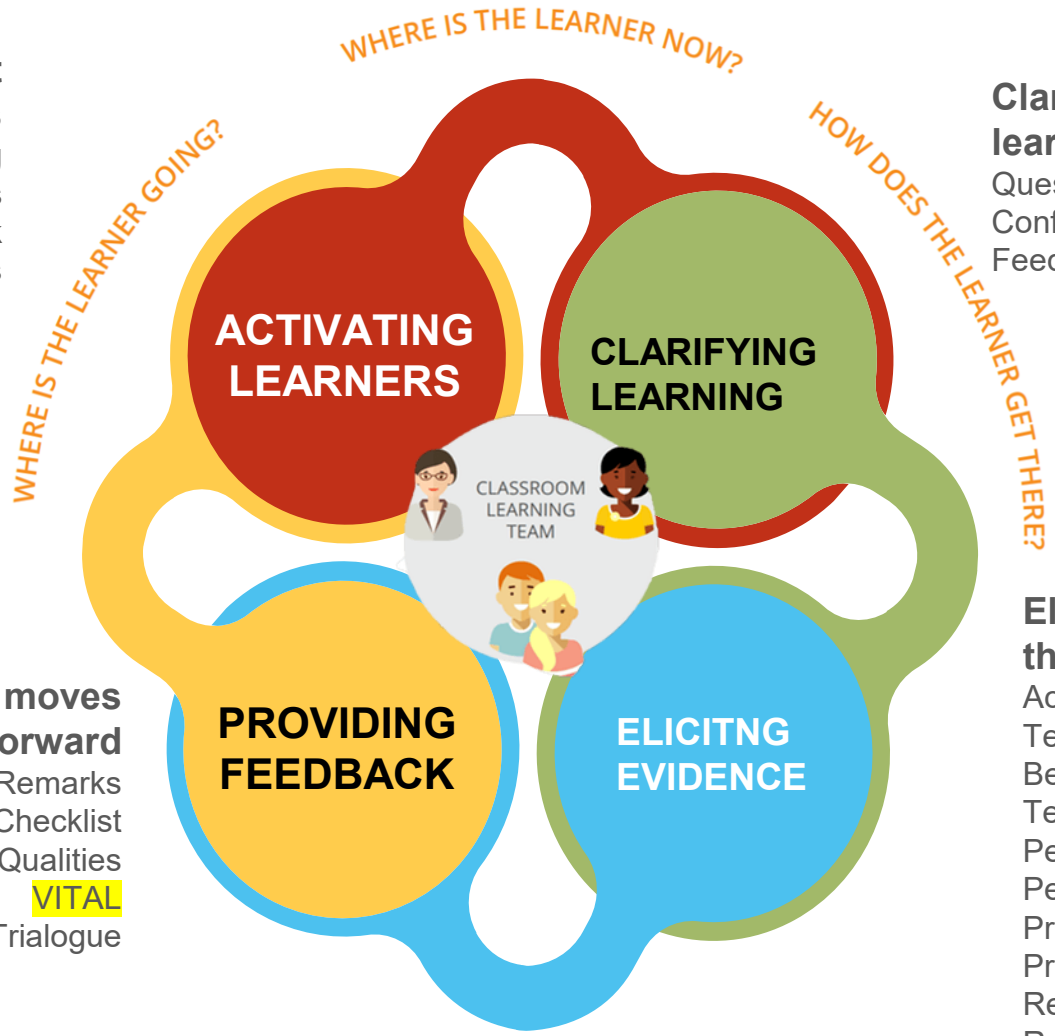
CCE Assessment in West Spring Primary School

Activating learners to support themselves and their peers
Questioning
Discussions
Group work
Teachable Moments

Providing feedback that moves learners forward
Comments/ HDP Remarks
Rubrics/ Checklist
Personal Qualities
VITAL
Trialogue



Clarifying learning with and for learners
Questioning
Conferencing
Feedback/ Comments

Eliciting evidence of learning through a variety of methods
Activity Book
Teacher Observations
Behavioural Indicators
Teacher Observations
Peer Observations
Performance Tasks
Presentations
Projects
Reflections
Rubrics

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Harmony

Resilience

Integrity

Respect

Responsibility

Care

Show Care to Self & others

Harness Communication & Connection

Ignite Creative & Critical Thinking

Nurture Passion

Empower Confidence

VITAL

Values Identified Through the Actions of Learners

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VITAL @ West Spring Primary

1. Evolving character development to look at students ***holistically***.

2. Supporting students' character growth and social-emotional development through ***observation, affirmation, feedback and reflection***.

3. Analysing students' character growth over time with data collected using ***HoloTracker AI technology***.

4. ***Partnering parents*** to create a nurturing family environment that contributes positively to students' character and social development.

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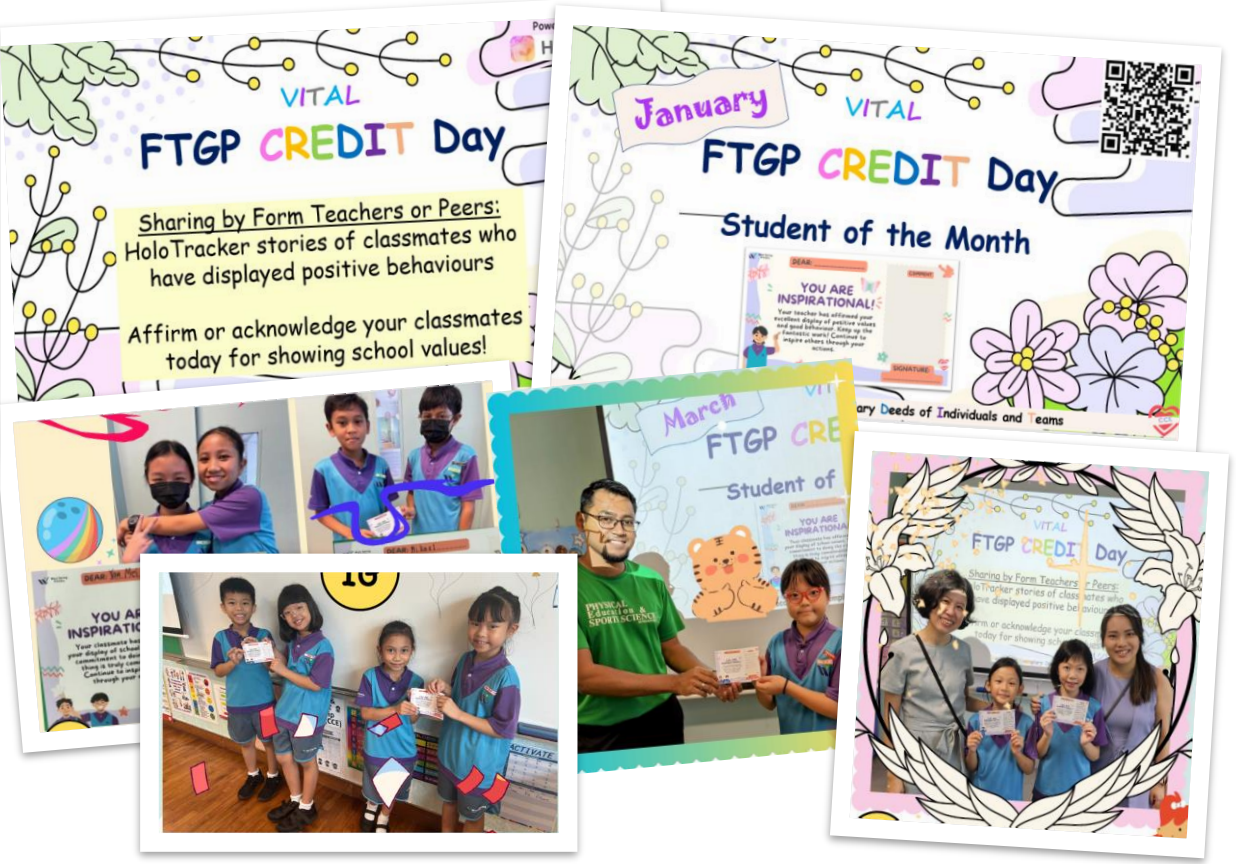
VITAL @ West Spring Primary



Weekly *FTGP CREDIT Day* provides opportunities for teacher and peer affirmation of students who have displayed positive behaviour.

P1 & P2 PAL *Talking Stick, Talking Chip* reflection segment and *HoloTracker's 'My Reflection Journal'* tool provides opportunities for peer and self-affirmation to boost students' confidence and raise self-esteem.

Regular *SHINE check-ins during FTGP* provide opportunities for students to practise SHINE (21CC) action statements and work towards our West Spring SHINE Aspirations goals.

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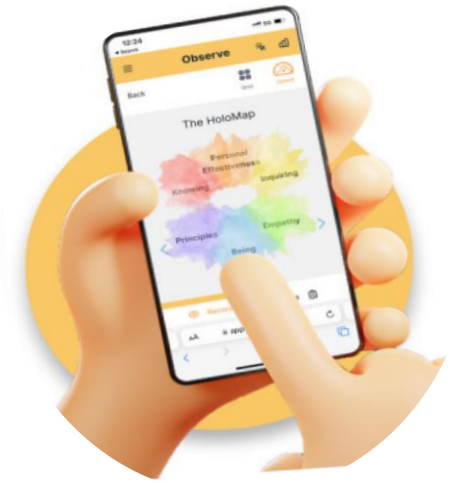
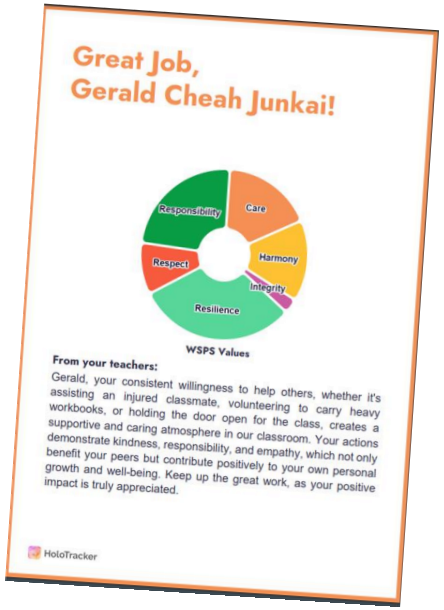
VITAL @ West Spring Primary



Use of HoloTracker by form, subject, CCA, POP teachers and fellow students to capture moments of students' character growth.



Consolidation of teacher and peer observations into Holo Student Cards for parents, teachers and students to engage in meaningful conversations, and nurture and motivate students into forming sound values and good habits.

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VITAL @ West Spring Primary

How can parents support their child in their *VITAL@West Spring* character development journey?

- Log in to your child's HoloTracker account regularly to view the teacher or peer observations logged by your child's teachers and classmates.
- Engage your child in regular conversations on his/her experiences and feelings of displaying positive behaviour and school values.
- Guide your child in setting character development goals or tiny habits and motivate his/her to achieve them.
- Encourage your child to practise regular reflective journaling by logging entries using HoloTracker's reflection feature.
- Communicate a vocabulary for good character to help your child identify positive traits and reflect on his/her words and actions.
- Affirm positive traits and encourage positive behaviour in your child.
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Values Education at Home

- Students benefit the most when the home and school environments are attuned to each other.

- Parents are strongly encouraged to emphasise and demonstrate the school values to support their child's holistic development.

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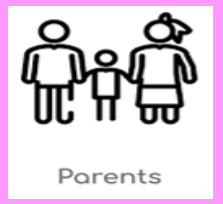
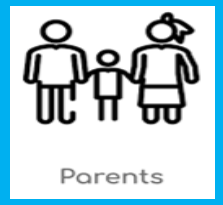
PARENTS AS KEY PARTNERS

Greet the staff in school when they meet them.



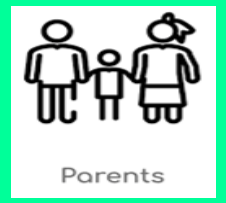
Greet parents and family members in the morning.

Return the used utensils after finishing their meals during recess.



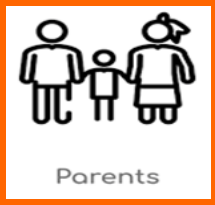
Encourage your child to carry out simple chores at home.

Try again and not give up when they experience difficulties or failures.



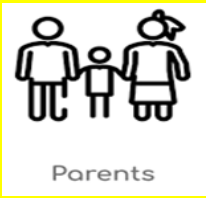
Affirm your child's effort no matter how small it is.

Understand their classmates better and learn how to get along well with others.



Encourage your child to make friends with neighbours and other children they meet in the neighbourhood.

Always be honest such as to return items that they have found to the rightful owner.



Role model examples of honest behaviour.

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Thank you

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